

<b>Codes</b>	<b>Definitions</b>
Study	Name of Study
Year	Year of publication
Author	List of authors on publication
Random Assignment	Assignment to groups must be based on either (1) true random assignment, or (2) random assignment following matching or blocking (e.g., based on demographics or problem severity).
Findings	Codes here reflect the statistically significant findings on the main post-treatment outcome measure(s). For example, in a three-condition design comparing two treatments and a waitlist control in which the first treatment was superior to the second and the second was not different than waitlist, the result could be coded as Tx1 > T2 = WL. For controlled, time-series (e.g., multiple baseline designs), simply note whether the active treatment demonstrated a clear effect, and record the time series design as described (e.g., "Tx1 effective; MB design").
Entry Criteria	Describes how children were selected for inclusion in the study, e.g., "T score above 65 for hyperactivity," "diagnosis of major depressive disorder or dysthymic disorder."
Type	Type of treatment or control for that condition, e.g., "Classroom Behavior Management," "Interpersonal Therapy," "Waitlist control."
Manual	Coded as yes if:  The study authors report that a manual, instructions, or book was used to deliver the treatment in a way that could be reproduced by someone else (e.g., a manual, book, or chapter), <b>OR</b> the study authors report that such a manual is available (e.g., by contacting the authors), <b>OR</b> the treatment consisted of watching a therapeutic videotape, listening to a therapeutic audiotape, or reading therapeutic material (with or without post-viewing/post-listening/post-reading discussion) in a way that would allow someone to learn the intervention.
Boys (n)	Number of boys in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
Girls (n)	Number of girls in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
N pre	Number of youth entering that condition at the beginning of the study. If only the total number for the study is known, code that at the bottom of the page under "total."
N post	Number of youth completing that condition at the end of the study. If only the total number for the study is known, code that at the bottom of the page under "total."
Agemin	Age of youngest participant in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
Agemax	Age of oldest participant in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
Agemean	Average age of the participants in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
AgeSD	Standard deviation of the age of participants in that condition. If only the total number for the study is known, code that at the bottom of the page under "total."
Ethnicity	Percentage (or <i>n</i> if given) of each ethnic group within condition. Code up to 6. If the total

	breakdown is known only for the entire study, code that at the bottom of the page under “total.” (Amounts will be estimated using information for the entire study under the assumption of the independence of ethnicity and treatment condition.)																					
Therapist	The training/profession, if known, for the provider(s) involved within each treatment condition; Ph.D. represents any doctoral degree in a behavioral or psychological science; doctoral graduate students are classified as Master’s level. Code up to three.																					
Frequency	Frequency of contact with child/family, reported either in sessions per unit time (e.g., “weekly”) or for short duration interventions (e.g., less than one week) in total hours per unit time (e.g., “5 hours/day”).																					
Duration	The length of time from pre treatment to post treatment assessment.																					
Setting	The primary type of location in which intervention was delivered; if setting is not reported, it should be inferred when possible based on aspects of the treatment (e.g., teacher as therapist would imply a school setting).																					
Format	Whether the treatment was group therapy or individual therapy and whether it included parents or family.																					
Domain	Not coded. These refer to areas in which coders should look for results of different types. <table><tr><th>Domain</th><th>Definition</th><th>Example</th></tr><tr><td>Target Sx</td><td>Those measures of the main problem area for which the child participated in the study</td><td>Measures of depression in a study of targeting depression</td></tr><tr><td>Other Sx</td><td>Measures of general or unrelated problem areas</td><td>Measures of depression in a study targeting ADHD <b>OR</b> measures of general behavior problems across multiple targets (e.g., CBCL total problems score)</td></tr><tr><td>Function</td><td>Measures of youth functioning or impairment</td><td>Scales or indices designed to show adaptive life functioning</td></tr><tr><td>Education</td><td>Measures of academic performance</td><td>Grades; reading level</td></tr><tr><td>Satisfaction</td><td>Measures of consumer satisfaction</td><td>Youth or caretaker ratings of satisfaction, helpfulness, or acceptability of the therapist, program, or therapeutic strategies</td></tr><tr><td>Env impact (environmental impact)</td><td>Measures of effects of the intervention other than those on the child</td><td>Parents’, or sibling’s self-esteem/ social support/ depression/ substance use/ psychiatric symptoms/ psychopathology/ symptomatology, marital relations/satisfaction, mother-father interaction style, parent/sibling weight</td></tr></table>	Domain	Definition	Example	Target Sx	Those measures of the main problem area for which the child participated in the study	Measures of depression in a study of targeting depression	Other Sx	Measures of general or unrelated problem areas	Measures of depression in a study targeting ADHD <b>OR</b> measures of general behavior problems across multiple targets (e.g., CBCL total problems score)	Function	Measures of youth functioning or impairment	Scales or indices designed to show adaptive life functioning	Education	Measures of academic performance	Grades; reading level	Satisfaction	Measures of consumer satisfaction	Youth or caretaker ratings of satisfaction, helpfulness, or acceptability of the therapist, program, or therapeutic strategies	Env impact (environmental impact)	Measures of effects of the intervention other than those on the child	Parents’, or sibling’s self-esteem/ social support/ depression/ substance use/ psychiatric symptoms/ psychopathology/ symptomatology, marital relations/satisfaction, mother-father interaction style, parent/sibling weight
Domain	Definition	Example																				
Target Sx	Those measures of the main problem area for which the child participated in the study	Measures of depression in a study of targeting depression																				
Other Sx	Measures of general or unrelated problem areas	Measures of depression in a study targeting ADHD <b>OR</b> measures of general behavior problems across multiple targets (e.g., CBCL total problems score)																				
Function	Measures of youth functioning or impairment	Scales or indices designed to show adaptive life functioning																				
Education	Measures of academic performance	Grades; reading level																				
Satisfaction	Measures of consumer satisfaction	Youth or caretaker ratings of satisfaction, helpfulness, or acceptability of the therapist, program, or therapeutic strategies																				
Env impact (environmental impact)	Measures of effects of the intervention other than those on the child	Parents’, or sibling’s self-esteem/ social support/ depression/ substance use/ psychiatric symptoms/ psychopathology/ symptomatology, marital relations/satisfaction, mother-father interaction style, parent/sibling weight																				

**Best measure** The name of the measure felt to be the best measure used in the study for a particular domain. Domains are listed in the column to the left. If no measure was used for a domain, leave the space blank. Measures in the Interagency Practice Guidelines are typically ranked higher than those that are not. Among those, choose the measure with the best measurement properties.

Domain	Examples
Target Sx	( <i>Specific to intervention target</i> ) Children's Depression Inventory; Revised Children's Manifest Anxiety Scale; CBCL Externalizing Scale; Connors Ratings Scales—Revised; Interview for Antisocial Behavior; The Bulimia Test-Revised
Other Sx	( <i>Not specific to intervention target</i> ) Children's Depression Inventory; Revised Children's Manifest Anxiety Scale; CBCL Externalizing Scale; Connors Ratings Scales—Revised; Interview for Antisocial Behavior; The Bulimia Test-Revised; <b>OR</b> general measures such as the CBCL Total Problems Scale; Child Symptom Inventory
Function	CAFAS; Vanderbilt Functioning Inventory; DSM Global Assessment of Functioning Scale
Education	Grade point average; % of youth graduating
Satisfaction	Client Satisfaction Questionnaire; Youth Satisfaction Questionnaire
Env impact (environmental impact)	Any measures that speak to symptoms or functioning of individuals or groups other than the targeted youth

**Sig Pre post** Code “yes” if the study reported a significant improvement on the “best measure” from pre to post within that group. If a nonsignificant result was reported, code “no.”

**Sig Group** Code “yes” if the study reported a significant difference on the “best measure” at post-treatment between the current condition and a comparison condition, when no differences existed at pre-treatment, OR if the study reported a significant group by time interaction indicating significance of the effect relative to another condition. If a nonsignificant result was reported, code “no.”

**Replicated** If any significant effect (pre-post or group) was observed on a measure within a domain other than the best measure, code “yes.” If only non-significant effects were observed on the measures within that domain other than the best measure, code “no.”